EXPLORING COMMUNITY ENGAGED LEARNING IN FIRST YEAR SEMINARS
“First-year students engage in questions and problems that are interesting and intellectually challenging. They develop skills in critical and creative thinking, such as interpreting complex texts, employing effective library research skills, constructing an argument and supporting it with evidence, and critically assessing multiple perspectives on the Greater Good.”
Faculty routinely integrate community engaged learning to:

1. Bridge theory and practice;
2. Encourage active learning; and
3. Provide opportunities for students to develop skills in leadership, communication, cultural understanding, and critical thinking.
Embraces Our Jesuit Heritage

MISSION invites us to understand the history and importance of our Jesuit heritage and Ignatian spirituality. Mission focuses on the centrality of academic excellence, grounded in a Catholic faith tradition.

REFLECTION invites us to pause and consider the world around us and our place within it.

DISCERNMENT invites us to be open to God's spirit as we consider our feelings and rational thought in order to make decisions and take action that will contribute good to our lives and the world around us.

SOLIDARITY and KINSHIP reminds us to walk alongside and learn from our companions, both local and afar, as we journey through life.

SERVICE ROOTED IN JUSTICE AND LOVE invites us to invest our lives into the well-being of our neighbors, particularly those who suffer injustice.
WHY LEVERAGE COMMUNITY ENGAGED LEARNING IN YOUR FYS?

FACULTY GUIDE TO FYS Recommends...

- Participation in a field exercise, a service-learning activity, or undergraduate research project.
- Attending events outside of regularly scheduled class.
- Engaging in service activities as a class.
- Assign a project in which students apply their understanding of the greater good to specific issues.
Why leverage community engaged learning?

Questions we will address together...

- What ways can we support integration of CEL into FYS?
- How can we design and execute an engaged, community learning activity for FYS?
- How might faculty leverage community engaged learning to address diversity and inclusion in their FYS pedagogy?
- Why leverage local resources and place based learning?
Community engagement emerges through different stages of intensity. This variation can be charted on a continuum depending upon the amount of time and resources that are invested, the amount of community interaction that takes place, the level of ambition behind the objectives, and the complexity of their execution.

In general, community engagement activities at Xavier fall along three stages:

EXPOSURE ----------------PARTICIPATION----------------PARTNERSHIP
Community engaged learning can utilize the following strategies...

direct service, social action, community building, or citizen participation.
“This course will engage in two case studies, Korean War and mass incarceration, to explore how specters manifest in the context of historical collective traumas. When such specterality is explored, there are consequences – the quest of this course is to seek out these specters and engage in theological conversation with them.”


Guest Faculty: Cheryl Jonson, Criminal Justice

Community Partner Presentation: Beacon of Hope/Nehemiah
Student Engagement: Visit to Nehemiah, Tour, and Interviews
FIRST YEAR SEMINAR: SPECTERS AND TRAUMA
CORE 100-03
“Jail was what really got me, I had never expected to find myself in it. I had never been in trouble prior to that, not even in school. After my parents kicked me out for stealing almost two-thousand dollars, I had nowhere to go. I knew they were done, they wouldn’t let me go to my grandmas. With my son and the rest of my family in mind, I decided to take the initiative and go to rehab, there were no other options.” Amanda
“I grew up in a violent home that was centered around selling drugs, which turned me into someone who had no regard for authority. There was never a question about me getting into drugs, it was expected. I ended up using cocaine at age 22 as a social user and surrounded myself with enablers that I can manipulate so that I had an endless supply. What started as a street smart that satisfied my need turned into something uncontrollable.” **Stephanie**
“I had a rough life on the streets with deep addiction. While in addiction, my mom passed away so I sent my two youngest to my uncle in Cincinnati because I couldn’t take care of them. You would hope that such separation would motivate me to change, but change only happened two years later when I hit the rock bottom. Still, I remember the face of my mother when she first saw me high or when she first visited me in jail. Those faces haunt me – when anyone reminds me of who I was back then, I remember those faces and remind myself that’s not me anymore. I live a new life.” Felicia
“I was released from jail with hope in my heart. I was finally clean. It wasn't enough to just beat addiction. I wanted to be more than just a former addict. By pushing back addiction, a trait of my past returned: ambition. I wanted to get a job and start a career. I wanted to go to school again. I was in a halfway house and almost no income. Being able to support myself became a priority. However, with three felonies, my options were severely limited.” Alex
Our view of community impacts how we interact with community.

If we change how we view community we change the way we interact with community.

**GOAL:** Students view community members as individuals who can provide information from a different but valued perspective.
1) Leverage a contemporary community issue and a partner with experience addressing the challenge;
2) Identify places where experiences can take place;
3) Specify terms of reciprocal engagement;
4) Include specific language in your syllabus;
5) Set up outside events where students get to know YOU, the partner and one another;
6) Encourage student centered/student led discussions;
7) Establish integrated course and learning objectives;
8) Embed reflection throughout the course: Pre experience, ongoing and post experience.
“CULTURALLY EFFECTIVE PEOPLE ARE AWARE OF THE IMPACT THEIR BEHAVIOR HAS ON OTHERS AND THE BEHAVIORS OF OTHERS ON THEM, AND THEY USE THIS KNOWLEDGE WHEN INTERACTING WITH DIVERSE POPULATIONS...”

A CONCEPTUAL MODEL FOR CULTURAL ENGAGEMENT (2007).
Contextual engagement can eliminate the fear of conversing about race for some students. It can help unpack the implicit reinforcement of stereotypes that can come with some service experiences for others.

Pedagogical efforts to help students grow toward cultural effectiveness need to happen in a variety of courses and not just be limited to those specifically identified as multicultural education classes.

Asking students to think, write, speak and engage race and difference to address complex issues relevant to their lives heightens critical thinking.
CHALLENGES FOR FACULTY

- It can be more challenging for faculty to talk about race and class when students are confronted with lived race and class differences vs. textbooks, reading, or media.

- Service learning is implemented mostly by white faculty with white students at predominantly white institutions to serve mostly poor individuals and people of color (Green, 2003).
- Build a **community** in the classroom

- Create **common language**

- Address race and difference as “**systemic**” and not just “incident related”

- Explore individual **assumptions** early.

- **Weave** reflective conversations about difference and race throughout the semester

- Demonstrate good practices by engaging partners using **asset based community development principles**
Xavier programming: E/RS, SGA, Library Guides
• Ta Nehisi Coates
• The Cincinnati Riots & the Future of the City

Neighborhood Council Meetings and Community Forums (Child Poverty, Immigration)

Localized conversations and articles:

Social Areas of Cincinnati: An Analysis of Social Needs

State of Black Cincinnati 2015: Two Cities

Saving Avondale: There is Hope

How Cincinnati Salvaged the Nation’s Most Dangerous Neighborhood

Cincinnati neighborhood’s rebound gets attention in federal study

A High School Defaced With ‘Trump’ and Swastikas
• **Everyday Evanston** (Anderson/Gibson)
• Writing for Media (Maxian)
• Immigration Theology (Suna-Koro)
• PHIL-390-01: Evanston & I-71 (Gottleib)
LEVERAGE XU RESOURCES

COMMUNITY PARTNERS DATABASE
LEVERAGE LOCAL PARTNERS

GABRIEL’S PLACE

MRC

Academy of World Languages
LEVERAGE LOCAL ASSETS (FREE!)
PLACE BASED LEARNING
SOURCES FOR LEVERAGING SERVICE LEARNING TO ADDRESS RACE AND DIFFERENCE


